

**THE INFLUENCE OF USING KWL STRATEGY TOWARDS STUDENTS'
READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE
SECOND SEMESTER OF THE EIGHTH GRADE AT SMP
TAMAN SISWA TELUK BETUNG IN 2018/2019
ACADEMIC YEAR**



A Thesis

Submitted as a partial fulfillment of

The Requirements for S1 Degree

By

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ABSTRACT

This research was conducted based on the phenomena taking place in school. There were many students considered that reading were difficult. Students' reading score was still low, because they found difficulties in finding the words meaning because they were lack of vocabularies. The objective of this research was to know whether there was a significant influence of using Know Want Learn (KWL) strategy towards students' reading comprehension on descriptive text.

The quasi-experimental design was used in this research. The population was the eighth grade of SMP Taman Siswa Teluk Betung. The samples of this research were two classes consisting of 30 students for both the experimental and control class. The Know Want Learn (KWL) strategy was used for the treatments in the experimental class and the Read Ask Put Question (RAPQ) strategy was used for the control class. In collecting the data, the instrument in the form of multiple-choice questions which had been tried out was given to the students. The results of the pre-test and the post-test were analyzed using SPSS version 16 to compute the hypothetical testing.

From the data analysis computed by using SPSS version 16, it was obtained that the Sig = 0.001 and $\alpha = 0.05$. It revealed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because Sig < $\alpha = 0.001 < 0.05$. In the other words, there was influence of using KWL strategy towards students' descriptive text reading comprehension.

Keywords: *KWL strategy, Reading comprehension, Descriptive text, Quantitative research.*



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DEDICATION

Praise and gratitude to Allah SWT Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life is my beloved father Mr. Mardanis (alm) and mother Mrs. Zarniati , for their love, support, patience and guidance.
2. My beloved sister Meri Handayani, S.pd, Brother Rafi Aslamdani and Riski Rafsandani. Thanks for your support and love.
3. My beloved almamater UIN Raden Intan Lampung.
4. My big family UKM Pramuka UIN Lampung.



MOTTO

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي (١) خَلَقَ خَلَقَ لِنَاسًا مِنْ عَلَقٍ (٢) اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ إِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

“Read! In the name of thy Lord and Cherisher, Who created. Created man, out of a clot of congealed blood. Read! And thy Lord is Most Bountiful. He Who taught [the use of] the pen. Taught man that which he knew not.”¹



¹ Abdullah Yusuf Ali, *The holy Quran Arabic text with English Translation*, New Johar Offset Printers, India, 2006. p.240

DECLARATION

I hereby declare that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various source and those are Properly acknowledged in the text.

Bandar Lampung,
Declared by,

2020

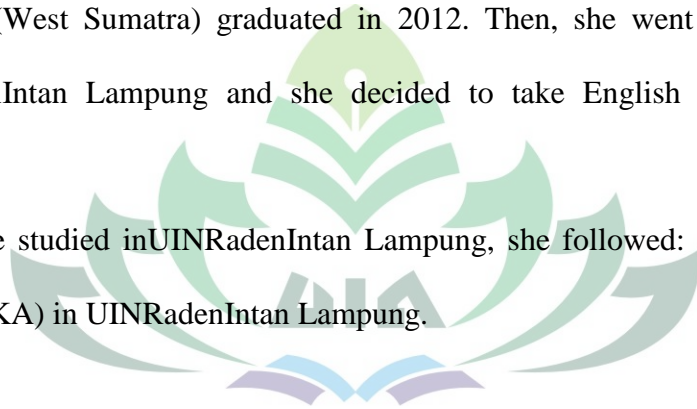
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CURRICULUM VITAE

Silva Devani was born in Bandar Lampung, on December 14th, 1995. Silva is the third child of four children of Mr. Mardanis (alm) and Ms. Mardanis. She has one sister named Meri Handayani, S.Pd and two brothers named Rafi Aslamdani and Riski Rafsandani. She started her formal study in Kindergarten AL-azhar Bandar Lampung school and graduated in 2000. She continued her study to SDN 1 Sepang Jaya and graduated in 2006. After that, she continued to MTS N 2 Bandar Lampung and graduated in 2009. After that, she went to MAN 1 Lubuk Sikaping, Pasaman (West Sumatra) graduated in 2012. Then, she went on her study to UIN Raden Intan Lampung and she decided to take English Education Study program.

During the study in UIN Raden Intan Lampung, she followed: Scout Movement (PRAMUKA) in UIN Raden Intan Lampung.



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TABLE OF CONTENTS

	Page
ABSTRACT	i
DEDICATION.....	ii
MOTTO	iii
DECLARATION.....	iv
CURRICULUM VITAE.....	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xi
LIST OF FIGURE	xii
LIST OF APPENDICES	x

CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Identification of the problem.....	6
C. Limitation of the Problem	7
D. Formulation of the Problem	7
E. Objective of the Research	7
F. Use of the Research.....	7
G. Scope of the Research	8

CHAPTER II FRAME OF THEORY

A. Concept of Reading.....	9
B. Extensive and Intensive Reading	10
C. Concept of Reading Comprehension	11
D. Concept of Descriptive Text	12
E. Concept of KWL Strategy	13
F. Procedure of Teaching Reading Comprehension	
Through KWL Strategy.....	16
G. Strength and Weakness of KWL Strategy	19
H. Concept RAPQ Strategy	20
I. Procedure of Teaching Reading by Using RAPQ Strategy	21

J. Strength and Weakness of RAPQ Strategy	21
K. Frame of Thinking	22
L. Hypotesis	23

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	24
B. Variable of Research	26
C. Operational Definition Of Variable	26
D. The Population and Sample Researc.....	27
1. The Population	27
2. Sample Research	27
3. Sampling Teachnique.....	28
E. The Data Collecting Technique	28
F. Reasearch Instrument	29
G. Scoring System	34
H. Reasearch Procedure	34
I. Validity and Reliability of The Research	34
a. Validity of The Test	34
1. Content Validity.....	38
2. Construct Validity	38
b. Realiability of The Test.....	38
J. Data Analysis	40
1. Fulfilment of Assumption	40
a. Normality test.....	40
b. Homogeneity test	40
c. Hypothetical Test	41

CHAPTER IV RESULT AND DISCUSSION

A. Description of the Treatment	42
1. Description of the First Treatment	42

2. Description of the Second Treatment.....	43
3. Description of the Third Treatment.....	44
B. Result of the Research.....	45
1. Result Pre-test in Experimental Class	45
2. Result of Pre-test in Control Class	46
3. Result of Post-test in Experimental Class	48
4. Result of Post-test in Control Class	50
C. Result of Data Analysis.....	51
1. Fulfillment of the Assumption	51
a. The Result of Normality Test.....	52
b. The Result of the Homogeneity Test	53
2. The Result of the Hypothetical Test.....	53
D. Discussion	55
 CHAPTER V	
A. Conclusion	58
B. Suggestion	58
REFERENCES	59
APPENDICES	61

LIST OF TABLES

	Page
Table 1 Percentage of students' score of reading test at thesecond eight grade of SMP Taman Siswa Teluk Betung in academic year 2018/2019.....	4
Table 2 Total students at SMP Taman Siswa Teluk Betung.....	28
Table 3 The Specification try out of Pre-test and Post-test before validity test	30
Table 4 The Specification of Pre-testafter validity test.....	31
Table 5 The Specification of Post-test after validity test	33
Table 6 Statistic the result Experimental class of the Pre test.....	46
Table 7 Statistic the result Control class of the Pre test.....	48
Table 8 Statistic the result Experimental class of the Post test.....	49
Table 9 Statistic the result Control class of the Post test	51
Table 10 The Result of Normality Test of Experimental and Control class....	52
Table 11 The Result of Homogeneity Test	53
Table 12 The Result of Hypothetical Test	54

LIST OF FIGURES

	Page
Figure 1 The Result ofPre test in Experimental Class.....	45
Figure 2 The Result of Pre test in Control Class	47
Figure 3 The Result of Post test in Experimental Class.....	49
Figure 4 The Result of Post test in Control Class	50



LIST OF APPENDICES

	Page
Appendix 1 Result of InterviewFor The Teacher	62
Appendix 2 Result of InterviewFor TheStudents	64
Appendix 3 Score the Students	67
Appendix 4 Syllabus	68
Appendix 5 Lesson Plan 1	72
Appendix 6 Lesson Plan 2	89
Appendix 7 Lesson Plan 3	104
Appendix 8 Try out Pre- Test before validity	119
Appendix 9 Try out PostTest before validity	128
Appendix 10 Instrument of Post-Test	138
Appendix 11 Instrument ofPost-Test	144
Appendix 12 Score of Pre-Test and Post Test in Controlclass	151
Appendix 13 Score of Pre-Test and Post Test inExperimental class	152
Appendix 14 Sample ofthe Research in Control class	153
Appendix 15 Sample of the Research in Experimental class.....	159
Appendix 16 Reliability of Pre test and Post test in Control class	165
Appendix 17 Reliability of Pre test and Post test in Experimental class	166
Appendix 18 Result of Normality test	167
Appendix 19 Result of Homogeneity	168
Appendix 20 Result of Hyphothetical.....	169

CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is very important in human life, because as human beings people use language to communicate with one another and also use to deliver message or ideas from the speaker to the listener and writer to the reader in interaction among themselves or with their environment, without language. It is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities could not run well without language. Language is a system for the expression of meaning.² It means that language is use to express ideas, opinion, and feeling, people can fulfill their need of life by communication with each other and people can transfer knowladge by using language.

Even in those courses that may be labeled “Reading” the goal would be best achieved by capitalizing on the interrelationship of skill, especially the reading-writing connection.³ It means reading is also something crucial need for students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they was have difficulties in asking progress in their study. There are four skills to be mastered in learning English, namely : Listening, Speaking, Raeding and Writing. Listening and Reading are both receptive skill, while Speaking and

² Bambang Setiyadi, *Teaching English as A Foreifn Language*, (Yogyakarta: Graha Ilmu,2006), p. 10.

³ H. Douglas. Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Francisco: San Francisco university press, 2001), p. 298.

Writing are productive skill. All the four skills play important roles in communication, and they are closely with one another.

Reading is important to be mastered as one of the skills in English learning. According to Patel, reading is an active process which consists of recognition and comprehension skill.⁴ It means that reading is a process which done by the reader to get the information from printed text because by reading the reader can understand the writer' means. It is thought the interaction between speaker and listener (or reader and writer) so that it has meaning.⁵ Reading skill is essential both in the target and the native language. Students may not find any difficulties when reading a text in the source language, but what happen to the students is the other way when they read texts in the target language. In experience as a teacher candidate, many of the students become frustrated when they have difficulties in reading the target language. There is no specific teaching technique that focus on the teaching of reading comprehension. Based on the preliminary research data obtained at SMP Taman Siswa on the 20th february 2018, the researcher conducted an interview with one of the English teachers she is, Mom Merry, about the students' capability in mastery English, especially about their reading. She said, the students reading comprehension have founded by still low, because the students less understand about vocabulary in the text, that most of the

⁴ M. F. Patel, Praveen M. Jain, *English Language Teaching*, (Sunrice: Jaipur, 2008), p.113

⁵ Diane Larsen-Freeman, *Technique and Principles in Language*, (Oxford University Press), p. 123.

students. They had difficulties in reading comprehension.⁶ The students said that the teacher did not use interesting and varieties strategy in teaching reading. Sometime teacher used strategy which made students bored. It could be seen when the researcher conducted her teaching practice in SMP Taman Siswa. The students had many difficulty to understanding in English texts. They just listened and repeated what the teacher's reading but they did not understand what was conveyed in the reading text that was read by teacher. In this condition teacher did not build students background knowladge what the reading text initially so that make they often missed the information of the text. The problem might be cause by in appropriate strategies and activities conducted in teaching reading comprehension. The teacher just give the text and the student read, ask, put and question about the text reading without preparation before. In addition, the students normally started reading without thinking what topic they were reading and whether they had background knowladge about the topic or not. It made them fail to understand them. The score in the table below :

Table 1
Students' Score for Reading Comprehension at the Eighth Grades of SMP
Taman Siswa in 2018/2019 Academic Year

No	Score	Class				Total	Percentage
		VIIIA	VIIIB	VIIIC	VIII D		
1	≥ 70	15	14	11	12	52	40.6%
2	< 70	20	19	19	18	76	59.3%
Total						128	100%

Source : Document of reading Comprehension test score of an English teacher at SMP Taman Siswa. .⁷

⁶ Merry, *The English Teacher at the Seven Grade SMP Taman Siswa*.

⁷ Merry, *Document of the English Reading Score of the Seven Grade at SMP Taman Siswa*

From the table above, it could be seen that 59.3% of 128 students (76 students) still got score below the specified standard. According to criteria of minimum mastery (KKM) in SMP Taman Siswa, the standard minimum score must be 70. Students got difficulty when they studied reading text. The researcher assumes that most of the students are still difficult in vocabulary and understand of the text, and the students have low motivation to study English, as a result the students were unable to communicate English well. It can concluded, the teacher as an involved factors in teaching learning process should chooses certain modal more specific a strategy that provides communicative activities, gives sufficient chance for the students the practice English should apply various strategy for teaching reading comprehension, so that it will be effective and enable the teacher to teach the students well in understanding the subject. There are many kind of strategies in teaching raeding comprehension.

Therefore the increase the researcher choose by KWL as a teaching strategy. Moreover, KWL strategy is to know the influence of students' reading comprehension. Because, it can help the students check their prior knowledge of a topic, concept or process before learning about it.

Ogle states that, KWL helps students to engage actively while reading. Before reading, they activate what they know and ask questions about ttext. During reading, they make notes related to answers, questions and new interesting information.⁸

⁸ Donna Ogle, Ron Klemp, Bill McBride, *Building Literacy In Social Studies, Strategy for Improving Comprehension And Critical Thinking*; (ASDC: Alexandria, 2007) p 151

It could be concluded that the KWL is a strategy to help students to engage actively while reading and know the purpose of reading comprehension. The students directly find out what they have already known about, prepare special purpose reading list of questions they want to learn, and know what they have learned after reading. In that way the students is encouraged to be a critical reader. The factors above, which are actually the students' problems, the student need creative way of learning for reading comprehension. The effective strategy to solve the problem is the one which can activate students' prior knowledge before and during reading and also can force to be more active. The researcher choses KWL strategy in teaching reading because, it can help the student check their prior knowledge of a topic, concept or process before learning about it.

This is two Supported previous research, the first previous research by Rizky Amelia, entitled The Influence of Using KWL (Know, Want to Know, Learned) Strategies Toward Students' Reading Comprehension at the Second Semester of the Eight Grade of SMP Muhammadiyah 1 Labuhan Maringgai East Lampung in the Academic year of 2014/2015. And the second previous research by Eka Mariyani, Entitled Teaching and Learning Reading Comprehension of Narrative Text By Using Kwl (What I Know, What I Want To Learn, What I Learned) Strategy to The Second Semester of the Eight Grade Students of Smpn 24 Bandar Lampung in 2014/2015 Academic Year.

Based on the background above, the researcher conducted an experiment of teaching reading comprehension by using KWL to increase

student's reading comprehension in SMP level. For the title of this paper the researcher study under the title : The Influence of Using KWL Strategy Toward Students' Reading Comprehension on Descriptive Text at the Second Semester of the Eighth Grades of SMP Taman Siswa in 2018/2019 Academic Year.

B. Identification of the Problem

There are some problems, as follows:

1. The students find difficulties in vocabulary and less understand of the text.
2. The Students are not confidence and have low motivate to give new information or coments about the meaning of reading.
3. The teacher's teaching way is less interesting and monotonous.

C. Limitation of th Problem

Based on the background of the problem and identification of the problem, in this research focused on The Influence of Using KWL Strategy Toward Students' Reading Comprehension on Descriptive text at the second semester of the eighth grades of SMP Taman Siswa Teluk Betung in 2018/2019 academic year.

D. Formulation of the Problem

Considering the limitation of the problem, it formulates the problems as follows: is there any significant influence of using KWL strategy towards reading comprehension on descriptive text at the second semester of the

eighth grades of SMP Taman Siswa Teluk Betung in 2018/2019 academic year ?

E. Objective of the Research

The objective of the research is to know whether there is a significant influence of using KWL strategy towards the students' reading comprehension on descriptive text.

F. Uses of the Research

The use of research is as follows :

1. Theoretically : to give information of the English teacher about the influence of using Know, Want and Learned (KWL) strategy towards students' reading comprehension on descriptive text.
2. Practically : to motivate the students to learn English especially in reading comprehension on descriptive text.

- a. For the students :

By using KWL, the students are expected to be more interested and motivated in learning English so that their reading comprehension will develop and it will give positive effect on their English achievement

- b. For the teacher :

By using KWL, the teacher can improve his/her creativity in teaching process so that the goal of learning can be achieved.

c. For the institution :

It is expected this research can provide a useful input in increasing the quality of learning in the school.

d. For the reader :

To motivate the reader in learning English especially in mastering KWL strategy in reading comprehension. And to give information of the using KWL strategy is useful in improving students' reading comprehension of descriptive text.

G. Scope of the Research

1. The Subject of the Research

The subject of the research is the Students at the second semester of eighth grades and also the English Teacher of SMP Taman Siswa Teluk Betung in 2018/2019 Academic Year.

2. The Object of the Research

The object of the research is the students' reading comprehension and the use of KWL strategy.

3. The Place of the Research

The research was conducted at SMP Taman Siswa street. Wr. Supratman No. 47 Teluk Betung.

4. The Time of the Research

The research was conducted at the second semester in 2018/2019 Academic year.

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Concept of Reading

The receptive written language skill is called reading. It is the skill of the reader a group of readers to interpret information transferred by a writer.⁹ It means the reading is an activity to understand the printed language and interpret the information into the reader's understanding appropriately. According to Patel, Reading means to understand the meaning of printed words or written symbols, and Patel also says reading active process which consists of recognition and comprehension skill.¹⁰ It means that reading is a process which done by the reader to get the information from printed words or written symbols. Furthermore, by reading also the students can understand the writer means.

Brown states that reading would best be developed in association with writing, listening, and speaking activity. Even in those courses that may be labeled "reading". The goal would be best achieved by capitalizing on the interrelationship of skill, especially the reading-writing connection.¹¹ From these four skills, reading has greater portion in teaching learning process. Based on theories above, the writer concluded that reading is the important skill teaching learning. Reading can be a key to achieve the goal of teaching learning especially in English language learning. Reading is working on from

⁹ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: PT Graha Ilmu, 2008), p 3.

¹⁰ M. F. Patel, Praveen M. Jain, *English Language Teaching*, (Sunrice: Jaipur, 2008), p.113.

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching*. (United States of America : Pearson Education Inc All Rights Reserved, 2006) , p 298.

the beginning but follows from what language learners already know.¹² Reading activities should on reading is particular way in which you understand a book, situation, etc.¹³ It could be concluded that reading is a process which is done by the reader to get information and understand the writers means in printed words or written symbol. Furthermore, Reading is one of receptive skill in English. It means reading is an important skills in teaching especially English.

B. Ekstensive and Intensive Reading

To get maximum benefit from their reading, students need to be involved in both extensive and intensive reading, they are :

a. Extensive Reading

We need to offer them a programme which includes appropriate materials, guidance, tasks, and facilities. Such as permanen or portable libraries of books :

1. Extensive Reading material : one of the fundamental condition of a successful extensive reading programme is that students should be reading material which they can understand.
2. Setting up library : in order to set up an extensive reading programme, we need to build up a library of suitable books.
3. The role of the teacher in extensive reading programmes: most students will not do a lot extensive reading by themself unless they

¹² Bambang Setiyadi, *Teaching English Foreign Language*, (Yogyakarta: Graha Ilmu,2006), p 80

¹³ A S Homby, *Oxford Advanced Learner's Dictionary Of Current English*,(New York:Oxford University Press, 2010), p.1220

are encouraged to do so by the teachers.

4. Extensive Reading task: because the students should be allowed to choose their own reading texts, following their own likes and interests.

b. Intensive Reading

We need to adopt when asking students to read intensively :

1. Organiser : we need students exactly what their reading purposes.
2. Observer : when we ask students, we need to give them space to do so.
3. Feedback organiser: when our students completed the task, we can lead a feedback session to check that they have completed it successfully.
4. Prompter: when students have read a text, we can prompt them to notice language features within it.¹⁴

C. Concept of Reading Comprehension

Reading Comprehension is a process which done by the reader to get information and understand the writer means in printed words or written symbol. It means reading is important skill in teaching especially English. Reading Comprehension only is not enough because the essential one is reading with good understanding. Tankerslay states, comprehension is the

¹⁴ Jeremy Harmer, *the practice of english language teaching*. (ukraina : longman, 2007), p.283-286

center of reading.¹⁵ It means that reading comprehension is to understand a written text containing information to find what students want to know and get information of what students need.

Brown states that reading comprehension primarily a matter of developing appropriate, efficient comprehension strategies¹⁶. It means reading comprehension is the process to constructing meaning to understand about something and make the students are able to answer and understand a descriptive reading question form. From the explanation above, The background information that each reader has to Reading comprehension is a process to understand about something or information by the reader to interpret new information and allowing it to enter and become a part of the knowledge.

D. Concept of Descriptive Text

1. Definition of Text

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, persons, or other in general. The social function of Descriptive Text is to describe a particular person, place, or thing.¹⁷ Based on the statement the researcher concluded that text is says what a person or a thing is like, it is purposes is to describe and revael a particular person, place, or thing.

¹⁵ Karen Tankersley, *The Threads of Reading; Strategies for Literacy Development* (ASCD: Alexandria, 2003), p.90

¹⁶ H.Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p.306

¹⁷ Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar, Antipadean Educational Enterprises (AEE)*, (Australia, 1995). p.25

2. Generic Structure of Descriptive Text

a. Identification :

Identifies phenomenon to be described.

b. Description :

Describes parts, qualities, characteristic.¹⁸

E. Concept of KWL Strategy

1. Definition of KWL Strategy

The strategy called KWL (what I KNOW, what I WANT to learn, what I LEARNED) to helps students to engage actively while reading. Before reading, they activate what they know and ask questions about the text. During reading, they make notes related to answer the questions and new interesting information.¹⁹ Moreover, KWL strategy helps students to know the purpose of reading text, so the students are encouraged to be a critical reader. In addition, they feel interest in reading because teacher asks them to fill the graphic organizer based on their opinion.

According to Lenski, KWL strategy helps students to become good readers by getting them to do many things that good readers do. This strategy gets students to read silently with comprehension.²⁰ This strategy helps them move into a possible next step which involves having them generate more questions and use a variety of resources to learn more information. It means the KWL is strategy to helps students to engage actively while reading

¹⁸ Jenny Hammond, *English for Social Purposes*, National Centre for English Language Teaching and Research, (Macquarie University Sidney, 1992). p. 105

¹⁹ Donna Ogle, Ron Klemp, Bill McBride, *Building Literacy In Social Studies, Strategy for Improving Comprehension And Critical Thinking*; (ASDC: Alexandria, 2007) p 151

²⁰ Caroline T. Linse. *Op.Cit.* p 88-89

and know the purpose of reading text, by using KWL graphic organizer the teacher directs students to find out what they already know about, preparing special purpose reading list of questions they want to know , and knowing what they have learned after reading.

In this strategy, the students use such kind of graphic organizer in the form of column, and then students complete categories section at the bottom of the graphic organizer by asking themselves what each statement “what we laearned” describes. They use these categories about the topic. Students also can use the categories to create additional graphic organizers. They can use the organizers to review about what they have learned. Students access prior knowladge and interest before reading, monitor understanding during reading, and reflect after reading through listing, mapping, and summaring what be learned. This technique forces students to use their bacground knowladge and making inference while they are reading and self regulated comprehending.

The following are the steps for KWL strategy presented by Donna Ogle :

- a. When you are reading materials that you need to remember, the KWL strategy is a good one to use. Begin by listing what you thing you know about the topic. Also, think of the major topics that the experts are likely to include. Jot those down. If you haven’t mentioned anything about one or two areas, write questions in the ‘Want to Learn’ in column. Other question you have or think might be answered should be added to the chart. Then as you read, make notes.

- b. Choose a text reading for class or one from a news topic. Think of why you chose the text and what you already know about the topic. Write these ideas on your chart in the 'Know' in column. Think of how experts look at this topic and how they organize reports and books. What categories do you expect will be used to present the topic? Write these in the 'know' column, under 'likely categories'.
- c. Look, through the text, nothing the graphics, pictures, and bold headings. What focus does the author have? What might you learn as you read this text? Think or question that might be answered and what you could learn. Then, write several question in the center column what you 'want' to learn' as a result of your reading.
- d. As you read of when you finish each section, make notes in the 'learned' in column if information you want to remember. Answer to your queastions should be put here, and you ay want to draw a line to the corresponding question in column 2.
- e. After you finish reading, think about the most important information and the important topics or categories. Create a grapic organizer with the title of the text in the center and use the main topics as the spokes. Add important details or examples under each area.

- f. Now, write a summary of the text using the spokes as the topics of individual para-graphs add the supporting information from four organizer to explain each topic.²¹

So, KWL chart help students to be active thinkers while they read, giving them specific things to look for and having them reflect on what they learned when they are finishing reading. The lesson that is developed by Ogle is designed to guide students in use their prior knowledge of the topic will be discussed. By activating their prior knowledge to develop a foundation, students may be able improve their knowledge base and make connections. Additionally, students may be able to practice working in cooperative groups and share information thus learning together.

F. Procedure of Teaching Reading Comprehension Through KWL Strategy

Teaching reading by using KWL strategy has several procedures. According to Ogle in Bellanca books, She described the procedure of teaching reading using KWL strategy, the steps as follows :

1. Clarify and Model the task

- a. Introduce the topic of day's and/or week's lesson. Teachers may use the title of the next textbook chapter or ask a 'launch question' about the topic

²¹ Donna Ogle, Ron Klemp, Bill McBride, *Building Literacy In Social Studies, Strategy for Improving Comprehension And Critical Thinking*; (ASDC: Alexandria, 2007) p 156

- b. Show the organizer for all to see. Explain the parts K column, W column, and L column. Start with K column (What we think we know about the topic)
- c. Group students into trios. Assign the roles of presenter, recorder, and manager.
- d. Provide each recorder with a sheet. Instruct the recorder to make a large KWL similar to the model.
- e. Invite each trio to brainstorm all they think they know about the topic or the launch questions. Take just two or three responses. Repeat the process with the “what do we want to know about this topic ?” in column W.

2. Complete the task

- a. Instruct each to continue brainstorming in each of these column.
- b. When several of the learning groups have completed the task, stop the work and invite one group from the back of the classroom to come to the front. Two will hold the completed chart and recorder will read the K and W list.
- c. Invite order students to add different items to the learning group’s list, Likewise, they can add all items on their own list.
- d. Instruct the recorder to keep the list for the group. The groupd will return to these list at the end of the lesson.

- e. During the lesson, highlight any material that relates to the questions posed.
- f. At the end of the lesson, instruct each group to rotate its three roles so that each student has a different job.
- g. Invite the trios to brainstorm what they learned in this lesson (the L of KWL) they should check to see that they learned all the items “W” and add anything else not on the original list.

3. Guide Reflection

- a. Focus on content. Match trios together into learning groups of six. Invite each trio to share its “learned list” telling what was important about each item in relation to the topic of the lesson.
- b. Focus on process. In the learning groups of six, the group will select one member (starting with the person sitting to the right of the recorder) will complete the sentence, when using the KWL) i learned that.... (the recorder will list these responses on a new sheet of newsprint).
- c. If time allows, do a round robin of the recorders. Each will select two items from the list to share with the class.²²

²² James Bellanca, *Graphic Organizers for Helping Students Organize and Process Content for Deeper Learning*, (USA: Corwin Press, 2007), p.2

G. Strengths and Weaknesses of KWL Strategy

KWL strategy can give Strengths and Weaknesses in teaching Reading descriptive text reading. The Strengths and Weaknesses of using KWL strategy in teaching reading are as follows :

a. The Strengths of KWL Strategy

They are several Strength of KWL strategy :

1. The KWL is an organizer to help students check their prior knowledge of a topic, concept, or process before learning about it. With this prior knowledge, the brains of the students will recall what they already know (the K of KWL) about the topic.
2. The second benefit of the KWL is to stir interest in what students also want (the W of KWL) to know additionally about the topic.
3. The third benefit is to provide a chance for students at the end of a lesson to look back and assess what they learned in the lesson.²³

b. The Weaknesses of KWL Strategy

They are the Weaknesses in KWL strategy :

1. Difficult for students with no prior knowledge. Students have a problem to listing in 'K' column and hard for them to have a general idea of the topic.

²³ James Bellanca, *Graphic Organizers*, USA, Crowin Press, 2007, p.2

2. Take time to complete. Students need a lot of time to think about what to list in each column. And Not appropriate to use in exams because the time is limited.
3. Not proper for readers who has non-active thinking. This strategy serves as a model for active thinking during reading. So, it is not suitable for readers who has low thinking level and poor memory skills because they will not be able to expend their ideas beyond the text.²⁴

H. Concept of RAPQ Strategy

This strategy is based on a strategy presented in Denton and Dashler that RAPQ (Read, Ask, Put, and Questioning) technique is a strategy to help the students to understand the main ideas of what the students read.²⁵ Main idea is of the text or the paragraph. The steps of RAPQ strategy are :

1. Read a paragraph or a section of the material the students are working on.
2. Ask the studentas what the main idea are.
3. Put the main ideas in the students' own words.
4. Questions and answer about the reading.²⁶

According to Everely, RAPQ is a strategy to the students just focused on the main idea of what students read. So, RAPQ Strategy can be used as a strategy in teaching reading coprehension by using some steps. They are :

Reading, Asking, Putting main idea and questionering and answering.

²⁴ D. Eskey, *A New Technique for the Teaching of Reading to Advanced Students*, TESOL Quarterly, From [http:// www.docstoc.com/docs/15179155/kwl-strenghts-and-weaknesses](http://www.docstoc.com/docs/15179155/kwl-strenghts-and-weaknesses)

²⁵ J.B. Schumacker, P. Denton and D. D. Deshler, *Learning Toolbox*, Steppingstone Technology Grant, James Madision University

²⁶ Julie H. Lester, *Literacy and learning Reading in the content Areas*, USA, Lousinia public Broadcasting, 2007, p.19

I. Procedure of Teaching Reading by Using RAPQ Strategy

Teaching reading through RAPQ strategy can be done by implementing the following procedure :

1. Teacher mentions and explains the material.
2. Teacher ask the students to read a paragraph or a section of the material the students to put to the main ideas.
3. Teacher ask the students to write down their main ideas in a note.²⁷

J. Strengths and Weaknesses of RAPQ Strategy

RAPQ strategy can give Strengths and Weaknesses in teaching Reading descriptive text reading. The Strengths and Weaknesses of using RAPQ strategy in teaching reading are as follows :

a. The Strengths of RAPQ Strategy

They are several Strength of RAPQ strategy :

1. The first RAPQ is intended to increase students' ability in finding the main idea, construct meaning, and asking question.
2. The second the students are read a paragraph, ask about the information of the text, especially mention the main idea, and put the information into their own words by paraphrasing, than made question based on the story of the text.

b. The Weaknesses of RAPQ Strategy

They are the Weaknesses in RAPQ strategy :

1. The students difficult to find general idea of the topic.

²⁷ Ibid, p. 17

2. The students have difficulty in making progress to learn reading comprehension to find and ask main idea in the topic.

K. Frame of Thinking

Reading is an important aspect in life, because one cannot know anything without reading. Therefore, teaching reading should do carefully and effectively. KWL strategy will give some benefits for the students because the students work together in comprehending the text. From the description above, the researcher assume that KWL strategy is strategy will produce the students to be able KWL strategy and reading comprehension with effectively and efficiently. Students will be easy to find the essence fro the text. Students find reading is difficult, so that is important to help them by using a good method.

In teaching process, when teacher use KWL strategy, it means teacher gives chance and new ability to the student to be actively participated in the reading process. Students get new ability as predictor, summarizer, clarifier, questioner and it better than one. When they find difficulties in getting the point of the passage, unknowing concept or vocabulary Etc., they can discuss it with the number of the group and with the other group.

From the description above, the researcher assumes that KWL strategy is strategy will produce the students to be able KWL strategy and reading comprehension with effectively and efficiently. In other word students will be easy to find the essence from the text.

L. Hypotesis

Concerning to the theories and the frame of thinking, the researcher formulates the hypothesis as follow :

Ho: There is no a significant influence of using KWL technique toward students' reading comprehension.

Ha: There is a significant influence of using KWL technique toward students' reading comprehension.



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